

who then become citizens, at a minimum 78.7 million people would be admitted over 20 years. That is four times the 18.9 million that the current law allows for today. Who has discussed the impact of that? And absolutely it is going to be more, in my view, than 78.7 million, for any number of reasons I will discuss.

In fact, if all the top quotas were hit, that number would hit 217 million, according to our calculations. The Heritage Foundation calculated the number to be about 200 million, I believe. Though that is the top number, Mr. Rector says a careful, conservative analysis of the legislation would lead him to believe that over 100 million people would actually come into America on a path to citizenship in 20 years. That is his best judgment. If somebody doesn't agree, I would like hear about it. One hundred million is five times the number that now can come into our country. It has not been discussed until today. Nobody has really discussed it but us today, that I know of. It is time to talk about that, wouldn't you think? Did anybody even know this was in the legislation? They would have passed this bill without an amendment just a few weeks ago. That was the plan around here, to move it on to conference. They say: Let's just get it out of here. Don't worry about what is in it, SESSIONS. Don't bother to read it, it is 614 pages. You know you will find something you don't like. That is kind of the talk going on around here.

We decided to read it. My staff actually came away stunned by the breadth and the size and scope of this legislation.

We need to talk about it more. I will have a few amendments. I am not going to try to file too many amendments. But we will talk about it as time goes.

I urge my colleagues to not say to yourself: Well, we need to pass something or I think I will vote for this bill, and maybe they will fix it in conference.

This is a piece of legislation that is extremely important to the people of this country of the United States. It is extremely important for our future as a Nation.

Mr. Rector said it is a matter of huge importance to our Nation.

We need to think about it.

If it is not the piece of legislation you thought it was, if it provides amnesty when they said it didn't, if you thought the workers were temporary and guest workers when they are permanent and on the route to citizenship, and you had no idea the number was going to be 100 million new people in the country permanently on the path to citizenship, five times the current number, then I ask you to vote no.

Let us back up here. Let us fix this bill or let us not pass this bill.

I thank the Chair.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

MORNING BUSINESS

Mr. FRIST. Mr. President, I ask unanimous consent that there now be period of morning business with Senators permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

EDUCATION

Mr. REID. Mr. President, as we honor and celebrate America's teachers on National Teacher Appreciation Day, I thought it would be appropriate to say a few words about the state of education in my home State of Nevada.

I had an eye-opening meeting recently with the school superintendents from all corners of Nevada, and they shared the challenges that teachers and students face each day and ideas on what we can do to improve education. With only 17 school districts in the State, we have a unique situation where our education leaders can come together—in one room and around one table—for a discussion of the issues that concern them.

Even more remarkable is the unique diversity of Nevada's school districts. Our 17 school districts range from one of the Nation's largest and most diverse, Clark County, to vast, rural Esmeralda County, which has less than 100 students in the entire district. Such diversity makes Nevada a microcosm of the Nation and provides a snapshot of the varied needs of teachers and students across the country.

I met with many of the same superintendents during the early years of No Child Left Behind implementation to discuss the difficulties that their school districts were having in meeting the requirements of the new law.

When NCLB was passed, there were many who lauded President Bush's commitment to education. After all, who among us would allow any child to slip through the cracks in our education system if we could prevent it? None of us would do that. And at the time, many thought that this sweeping legislation would fill those gaps. Unfortunately, this hasn't been the case.

My own State of Nevada has suffered under the burden of unfunded mandates and punitive measures this law has imposed. But I want to give our educators in Nevada credit: from our teachers to our superintendents, they have all tried hard to comply with this law.

They have robbed Peter to pay Paul with their budgets. They have compromised on teaching art and history classes. They have shortened the time allotted for recess. And they have even tacked on extra reading or math classes.

Instead of resisting these requirements, they have tried to work within it, and I commend them for their unified efforts. But there is only so much they can do with a flawed law.

To be sure, Nevada isn't the only State that has struggled under this law. It is a national problem. School districts across the country are already trying to juggle school construction costs, increasing graduation rates, finding money for textbooks, reducing class sizes, and figuring out what to do about overcrowded high schools.

But, now, in its fourth year of implementation, most of us have heard similar stories about the many problems with No Child Left Behind.

So with an eye toward authorization of NCLB, I asked to meet with the State's school superintendents once again, not so much to discuss problems with the law, but, rather, ways to improve it and make it more responsive to the needs of our students and teachers. One after the other, these educators gave examples of how changes, some minor and others much larger, to the No Child Left Behind Act could help them to reach its stated goal.

No Child Left Behind is based on the premise that we can track the progress of every school by using a one-size-fits-all approach, including standardized tests. And what I heard from these superintendents was that their problems aren't standardized—so a one-size-fits-all approach doesn't always work.

In Clark County, Carla Steinforth talked about accommodating the more than 12,000 students that move into the county each year by building a school nearly every month.

Another of the more pervasive challenges that Nevada as a whole, and Clark County in particular, face: the influx of students who are not native English-speakers. There are so many children entering our public schools who don't speak English that—under the NCLB—most of our public schools will eventually be on the “watch-list” or considered a “failing school.”

One idea to deal with the district's growing and constantly changing student population was to implement a “growth model” or accountability. Under such a model, student progress would be measured from year to year, rather than by measuring 1 year of student performance to another, as is currently being done. Keith Rheault, the State superintendent of education, said Nevada is pursuing this idea, under a pilot program that opens up this possibility to just a few States. Everyone, it seems, with the exception of the Federal Government, has recognized the need for greater flexibility under CLB.

A neighboring school system, Nye County, is growing but at a much slower rate than Clark County. Nye County is the largest school district in the continental United States. The superintendent, Rob Roberts, talked about the morale of many of the students, teachers, and parents, when their school has been labeled as a “failing school.”

In rural Mineral County, Superintendent Steven Cook discussed the difficulty the district has had in retaining and attracting special education teachers. He talked about the

need for greater flexibility for rural counties with teacher qualification requirements in NCLB. The superintendent of White Pine County, Bob Dolezal, concurred and shared the challenges of ensuring that his high school teaching staff of five, who each have taught multiple subjects, would be considered "highly qualified" to teach all subjects.

Make no mistake about it: The issue is not whether teachers in rural areas should be qualified to teach multiple subjects—they should. However, requiring them to attain "highly qualified" status in all subjects simultaneously is unreasonable.

In other counties, like Douglas County, they have actually seen enrollment decline, as housing costs drove families to less expensive areas. Yet the district has had increased expenses because of onerous NCLB requirements. The superintendent, John Soderman, said he appreciates the accountability principles in the law but also talked about the negative implications of the law's punitive nature.

Mary Pierczynski in Carson City cited NCLB's effect on thinking and creativity. They have over 200 days of curriculum to teach but with only 180 days of school. And standardized testing is taking up more 10 days of that time.

In Humboldt County, it is difficult to get qualified paraprofessionals, and additional requirements will leave many of the schools without aides. Superintendent Charlotte Peterson said that the only other option would be to bring them in from many miles away.

In Eureka County, where there are just a few hundred students, Ben Zunino talked about a feeling of inevitability for schools to be labeled as failing and how one student's performance can often make the difference between a school being labeled as high achieving or needs improvement. To improve this, Lincoln County Superintendent Rick Hardy suggested counting the percentage of students who move into proficiency as a way of recognizing improvement and the hard work of teachers and students.

In Storey County, Rob Slaby is fretful about the time for history and arts that has been lost to testing and preparation for these tests and suggested some kind of credit for these important subjects.

Dottie Merrill from Washoe County, the State's second largest school district, suggested that students who are English-learners not be included in testing until they have been in the United States for a few years, as opposed to 1 year, as is currently in the law. This would give schools the time necessary to help these students transition to school in the United States.

Nearly all superintendents mentioned the struggle to pay for the basics, like school buses and supplies, with the ever-increasing costs of NCLB requirements. If the Federal Government would fully fund NCLB, as it had

promised, it would alleviate some of these hardships.

As an example, many of the districts mentioned the cost to provide transportation for their increasingly scattered student population. In many rural counties, where some students travel up to 150 miles a day for school, transportation expenses can be upwards of 70 percent of the budget. Many districts have had to cut some special events because of rising transportation costs, and all were concerned about the amount school bus costs and high gas prices will cut into their overall budgets.

I have touched on just a few of the problems with the No Child Left Behind Act and some of the ways educators in Nevada have suggested to improve it. It is going to take a lot of hard work to make it what it promised to be: a tool that will help the teachers and students in every public school in America.

Today, as we honor the Nation's teachers for their work and dedication, we must ensure that we keep our promise to America's students. We can't afford to leave them behind.

RECOGNITION OF CHUCK FULKERSON

Mr. REID. Mr. President, today I rise to honor one of the true heroes for Nevada's veterans, retired COL Charles "Chuck" Fulkerson. This man is a Reno native, a war hero, and a dedicated public servant.

I have known Chuck for many years, and I have always appreciated his dedication to improving the lives of veterans in our State. When Chuck spoke about veterans issues, he spoke from a position experience.

In 1955, Chuck enrolled in the Army Reserve while an undergraduate at the University of Nevada-Reno. The Korean war had ended, but our world was still a very unstable place. A few years later when the United States found itself involved in another crisis in Southeast Asia, Chuck answered his Nation's call to service. He went to Vietnam, not once but twice, for tours of combat. After the war, Chuck served his country in Europe before returning home to serve in the Nevada National Guard.

While maintaining his military obligations, Chuck served the citizens of Nevada in a variety of government positions. Gov. Bob List appointed Chuck to be the director of the Nevada Selective Service in 1979. After almost 6 years of service in that role, Gov. Dick Bryan recalled Chuck to active duty when he appointed Chuck to be the director of the property and fiscal officers for the Nevada National Guard.

After almost 40 years of military service, Chuck retired in 1991. He taught military history at the University of Nevada-Reno, but his public service to our State was not yet complete. Gov. Kenny Guinn appointed Chuck to be the executive director of

the Nevada Office of Veterans Services in 2000, an office he faithfully served until this March.

Chuck presided over the Nevada Office of Veterans Services at a critical point in our State's history. Since 1990, Nevada's veterans population has increased by more than 40 percent. This unprecedented growth put strain on many resources in Nevada, but Chuck was never discouraged.

Instead, he worked tirelessly for more staff and additional resources to help Nevada veterans.

Under Chuck's watch, Nevada modernized their veterans services including the completion of a new Veterans Nursing Home in Boulder City. Chuck presided over the construction of this facility, which is home to more than 162 of America's heroes. Another key part of Chuck's work was his effort to improve veterans cemeteries through Nevada, including cemeteries at Boulder City and Fernley. I was pleased to work with Chuck to secure Federal appropriations to expand these cemeteries.

The Board of Regents of the Nevada System of Higher Education has awarded Chuck their highest award, naming him a Distinguished Nevadan. With his long list of accomplishments for Nevada's veterans, Chuck is most deserving of this high honor, and I am pleased to recognize his accomplishments today before the Senate.

PEACE OFFICERS MEMORIAL DAY

Ms. STABENOW. Mr. President, I rise today to acknowledge the brave men and women who lost their lives while serving as law enforcement officers and to thank them for making the ultimate sacrifice.

Today is Peace Officers Memorial Day, a day to honor all the law enforcement officers in our communities who have been killed or disabled in the line of duty. I was proud to join Senator PATRICK LEAHY on S. Res. 472, a Senate resolution, which passed the Senate last week, commemorating this important day.

This past Saturday, thousands of people from across the country gathered at the National Law Enforcement Officers Memorial here in Washington, DC, for a candlelight vigil to honor these fallen officers. And today, there was a Peace Officers Memorial Service in front of the U.S. Capitol for these brave men and women. I am proud that we had a dedicated group of Michigan officers in attendance, representing their fellow officers from around the State.

The names of 466 fallen officers were added to the memorial on Saturday, including 8 officers from Michigan: Lavern Steven Brann, Battle Creek, Michigan; William A. Daniels, Cassopolis, Michigan; Owen David Fisher, Flint, Michigan; Dale Francis Bernock, Dearborn, Michigan; Scot Andrew Beyerstedt, Mattawan, Michigan; Benjamin Lewis Carpenter, Newaygo,